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|  | *Westminster Nursery School*  Special Educational Needs and Disability Information Report  July 2025 |
| School Information | * Westminster Nursery School is situated in the middle of a public park and is enclosed within high metal fencing and a further low-level wooden fence to provide a safe and secure area for the school and it’s outdoor learning area. * The school has no off-road parking for parents or staff and access to the school is via flat paved footpaths from the external gates of the Nursery School and a ramp to our Main Entrance and the caterpillars class entrance. * The school is fully accessible, with accessible toilets for children and staff. * We are an average sized nursery school. Most children attend part time, mainly for morning or afternoon sessions, although children can attend for a full day. The school offers care for children at lunchtime. * The majority of children, currently 66%, join the nursery at an early stage of learning English as an additional language. * The proportion of children who have identified special educational needs is 26%. |
| SEN support -July 2025 | * Westminster Nursery is an inclusive school, supporting pupils with additional needs: * 8 pupils are currently going through Needs Assessment process towards an Education Health Care Plan (EHCP) with SEN support plans in place. * 4 further pupils are at SEN support stage, including speech and language therapy as needed. * 6 pupils have Speech and language referral / care plans or are receiving school-based intervention while we gather information and wait for care plans. |

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| Policy and procedure | * The SEND policy is written to comply with the 2014 Children and Families Act and Its SEN Code of Practice together with the Equality Act 2010. It can be seen on the school website. [www.westminsternurseryschool.net](http://www.westminsternurseryschool.net) * The SEN offer from Cheshire East can be found on Live well website. [www.cheshireeast.gov.uk/livewell](http://www.cheshireeast.gov.uk/livewell) * The policy is reviewed annually. * The SENCO team is Nicola Clark and Emma Connor. Contact on 01270 560319 or email on [n.clark@westminster.cheshire.sch.uk](mailto:n.clark@westminster.cheshire.sch.uk) or [head@westminster.cheshire.sch.uk](mailto:head@westminster.cheshire.sch.uk). Please note Nicola Clark is currently on maternity leave. * The SEN governor is Linda Buchanan. |
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| What is the Governing Body Role in SEND? | * Have regard to the SEND Code of Practice (2014) when carrying out all duties with regard to SEND. * Ensure a written SEND Policy is created and agreed. * Monitor the implementation of that Policy via reports from the Curriculum committee and SENDCO. * Review the accessibility of the school annually and ensure any accessibility issue is addressed in the School Improvement Plan. * Support the school staff in ensuring that the necessary provision is made of any child who has SEND. * Agree the school’s SEND Policy and Information Statement via the Curriculum Committee. * Ensure that parents have access to the Policy via the School website and are provided with a hard copy upon request. |
| How does Westminster Nursery School know if my child needs extra help? | * Through notification by a parent that the child has significant needs/disability and that other agencies are involved with the child via their application form or pre entry discussion. * Through notification from an outside agency such as Early Years SEND consultation Service (portage and inclusion worker), Specialist Support Teachers, Health Visitors, Physiotherapists, Occupational Therapists and any other professional service supporting children. * The Key Worker identifying an additional need (s). * Any other member of staff raising a concern with the Key Worker. |
| What should I do if I think that my child may need additional support? | * Talk to your Key Worker first. They will listen to your concerns and then observe your child and report back to you. The Key Worker may ask for support from other Key Workers, the SENDCO / Headteacher (but only if they have asked your permission first). Ensure that you keep communication channels open with your Key Worker so that all relevant information can be shared. |
| How will I know that Westminster Nursery School is supporting my child? | * You will be invited to discuss any concerns about your child. * You will be kept informed with regular informal contact when dropping off or collecting your child. * You will receive written information with regard to your child’s targets and progress through a plan do review document. * You will be invited to regular meetings to discuss your child’s progress. * You can arrange to speak with your Key Worker at any time that is mutually convenient. * The SENDCO/Head will book an appointment to meet and discuss targets and next steps. |
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| How will my child’s needs be met? | * The school will develop a plan, including two or three short term targets in consultation with parent/s, showing how the school intends to meet the needs of the individual child through a child centred planning meeting. This may involve health professionals such as Health visitors or Speech therapists. * This may involve adaptations to the curriculum or ensuring that the curriculum is sufficiently differentiated. * We will discuss and ask for your consent to access support from outside the school such as referring to Early Years Forum, Child Psychology Service, SALT (Speech and Language Therapy) or Occupational Therapy. |
| How will you help me to support my child? | * Supporting parents is key to ensuring a child makes progress. * We will provide you with information on how to support your child and introduce you to relevant professionals. * If we cannot provide the information required, we will signpost you to where it may be found and help you find it. * You will meet with the school professionals on a regular basis where support will be one of the topics for discussion. * We will provide any other support we can on an individual basis. |
| What training/experience have the school staff with SEND? | * We have a highly qualified and very experienced staff * All staff have had many years of experience supporting children with a variety of different needs * We have two Teaching Assistants who are extremely experienced in delivering Speech and Language support. * Staff work closely with Speech therapists and Health visitors to plan and deliver support for children with individual needs. |
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| How accessible is the school’s environment? | * Access to the school and its environment is fully accessible. * We have a purpose-built sensory room which is a positive addition to our school. |
| How will Westminster Nursery School prepare my child for the transfer to Primary School? | * We will provide written reports for you and for any outside professionals involved on a regular basis. * We will share all information provided by outside agencies with you. * On transfer to primary school, we will invite you to join a transition meeting with the receiving school to share information. * We will provide a written transfer document for the receiving school that will highlight your child’s achievements and progress and the most successful strategies to support your child. |
| How do I make a complaint? | The school has a full complaints policy and procedures are clear. The school will provide any parent with an electronic or paper copy of the policy and procedures on request. |

**Annual Evaluation 2024**

**Progress of children receiving SALT support:**

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| Children with a speech care plan only | 3 | Pupils have made all progress against their individual targets, which are regularly reviewed. Tow pupils receive ongoing support and intervention.  One pupil now discharged as attainment is now at age expected levels. |
| Pupils referred to speech services (who do not have assessment or care plan yet) | 3 | New referrals have been made following interventions and assessments in Nursery, with parental consent.  While we wait for these children to be assessed in clinic, we continue to use a range of quality first teaching strategies including using Makaton and visuals alongside vocabulary, using serve and return interactions and modelling language.  We use WELLCOMM assessments to track pupil’s language progress and using our ‘Interactions’ and VERVE training teach children to support their development at the correct level. |

**Progress of pupils at SEN support level:**

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| Child 1 | Child had targets based around social interaction and development of communication, linked to advice from Speech and language therapist. Significant development in sentence length this year, with child able to express wants/ needs verbally now.  All transition information passed to primary school. |
| Child 2 | Child had targets set in discussion with Speech and language therapists and based around social interaction. Child has made significant progress and will no longer need an individual plan. All information passed to primary school. |
| Child 3 | Child had five targets set (over the course of the year) in discussion with SENCO, SALT and Educational Psychologist while waiting for Community Paediatrics assessment. Some progress made towards each target but currently continuing with additional strategies added. |
| Child 4 | New to school this term, this child came to us via portage and inclusion service. Three targets in place and already some progress made towards each. Parents consent to wider professionals’ involvement. |

**Progress of pupils with more complex SEND needs (EHCP / EHCP pending)**

**Targets are very individual to each pupil and are formed with advice from medical professionals.**

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| Child A | Significant progress made against child’s individual targets and able to join class and group sessions on a regular basis with adult support. Range of professionals supporting this pupil. Transition meetings have been held with the next Primary school and additional visits put in place to support the transition of the pupil following support from the C E Transition team. |
| Child B | A team of professionals are supporting this child and family.  Three targets have been developed– with input from Speech therapist and EY Forum. Two targets have seen the child make significant progress, while the third is a longer-term ongoing aim, which is not yet met.  Transition meetings have been held with the next Primary school and additional adaptations put into place. |
| Child C | Targets have been developed during the course of this year – with involvement from Educational Psychologist and speech therapist. Two targets show progress is evident. The third target is longer term learning and development and will continue eg learning non-verbal ways to communicate such as Makaton and PECS. Transition meetings have been held with the next primary school and additional adaptations put into place. |
| Child D | A team of professionals support this child and family, including, Health visitor, speech therapist, EY Forum and Educational Psychologist. Targets have been developed during the course of this year; two have been met in full and two have not been met despite much modelling and adult support. The targets reflect longer term aims of developing methods of engagement and communication. Transition meetings have been held with the next primary school and additional adaptations put into place. |
| Child E | A team of professionals support this child and family including speech therapist, Educational Psychologist, sensory profiling and EY forum. Targets: during this year the child has been working towards five targets, four have shown progress with adult scaffolding and visual support. Communication has been seen significant progress with child able to speak with linked words consistently.  Transition meetings have been held with the next primary school and additional adaptations put into place. Enhanced transition visits following support from the CE Transition team. |
| Child F | A team of professionals support this child and family, including, Health visitor, speech therapist, EY Forum and Educational Psychologist. Targets have been developed during the course of this year; all are showing progress with consistent modelling and adult support. The targets reflect longer term aims of developing methods of engagement and communication. Deferral for school agreed so child will remain in Westminster Nursery during the next academic year, while medical appointments are ongoing. |
| Child G | A team of professionals support this child and family, including, Health visitor, speech therapist, and EY Forum. Targets have been developed during the course of this year; two have been met in full and two have not been met despite much modelling and adult support. The targets reflect longer term aims of developing methods of engagement and communication. Transition meetings have been held with the next primary school and additional adaptations put into place. |
| Child H | A team of professionals support this child and family, including, Health visitor, speech therapist, EY Forum and Educational Psychologist. Targets have been developed during the course of this year; all are showing progress with consistent modelling and adult support. The targets reflect longer term aims of developing methods of engagement and communication. |

SENDCO time has been used to provide parent support, create and review targets and plan do reviews and share information with staff, lead CCPM meetings, complete Forum and funding applications, liaise with range of professionals, and take part in EHCP meetings and transition to primary school meetings.

All SEND pupils have individual targets set around prime areas (communication and language, personal social development, and physical development) which are reviewed regularly by SENCO, keyworkers, parents and external professionals. Funding received has been used to purchase resources, source staff training and provide additional experienced staff time with children working directly on the child’s targets or provide bespoke support.